

## Teaching, Learning & the Curriculum How We Support SEND

Shevington Vale Primary School prides itself in being inclusive to all and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

We offer a wide variety of support depending on individual needs and assessments. We have a designated member of staff who is Special Educational Needs Coordinator. The SENCO makes is a member of our leadership team and produces report for the Governing Body. The SENCO attends training and supports staff to enable them to make appropriate provision.

We have strong links with the NHS through our school nurse as well as the Early Intervention Team and CAMHS. We also engage fully with our Local Authority TESS team and Social Care. We proudly host a wellbeing centre on site which provides support for 4 and 5 year olds struggling to access Foundation Stage due to additional needs. This centre supports children in our school and across the local authority.

Our school environment and curriculum is focused around a child's wellbeing. We pride ourselves on our therapeutic environments and constantly review classrooms, intervention spaces and reading areas to make sure they are calm learning areas.

We put huge emphasis on phonics and early reading to help develop language and communication in all our learners. Letters and Sounds is followed by Read, Write Inc with all teachers being regularly re-trained in phonics delivery and being responsible for a phonics stage regardless of their current year group. Creative expression, justify, debate and tell a story are all key concepts that our curriculum aims to support which further develop a child's ability to communicate and understand.

We use B-Squared to track pupils on our SEND register but also monitor their progress using our end of unite quizzes and termly essays.

We provide access to an Educational Psychologist, who will conduct assessments on our behalf. Children have careful plans which are reviewed regularly. Provision Maps enable us to target support effectively. In more complex cases we work with parents on Education Health and Care plans. We have links with local community groups, organisations and local authority services through The Hub.

## **Types of SEND**

At Shevington Vale Primary School, we have experience of supporting children and young people covering the four main areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and / or physical

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

## **Teaching, Learning and the Curriculum**

Teaching and learning for all pupils includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning. Our approach is 'what works for SEND works for all' We use research from the EEF to inform our approach and begin all planning with our SEND children at the forefront of our minds. This includes but not limited to:

- Supporting Visual PowerPoints
- Dyslexic friendly backgrounds and fonts
- Wordbanks and ToolKits
- Repeated instructions
- Learning symbols
- Scaffolded support
- Targeted intervention

The school aims to challenge and support through the curriculum and enhance it with extra curricular activities, trips and visitors. We promote positive attitudes through learning about a variety of cultural, language and heritage backgrounds in our community and beyond. We use our vast outdoor space for lessons and take the learning outside as much as possible. We have a wide range of technology to support and aid teaching. We have an on-site radio station and reading cafe where our children work serving the general public, raising funds for school and learn about a huge range of roles and responsibilities. Every child attends at least one elective in school which include all pupils from Reception to Year 6.

## **How we identify and assess children with special educational needs**

Rigorous and effective assessment in school makes it possible for teachers to monitor every child's progress over time. Open and transparent staff meetings ensure that staff have dialogue that connects children and their learning, including moderating against benchmarks. This helps in early identification and quick signposting if a child's development in any area is less responsive.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching.

At Shevington Vale Primary School, we follow a graduated support approach which is called "Assess, Plan, Do, Review"

This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

Full details can be found on the [Wigan.Gov.Uk](http://Wigan.Gov.Uk)